



3

Words Together

Learning Outcomes



To speak simple words and sentences

To use 'a' and 'an'

To join words using 'and'

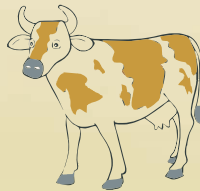
To use 'this', 'that', 'these' and 'those'

To use 'in', 'on' and 'under'

To use 'I', 'my', 'you', 'your', 'he', 'his', 'she', 'her', 'they' and 'their'



a ball



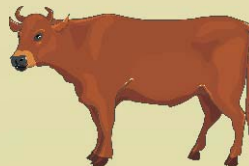
a cow



a flower



an aeroplane



an ox



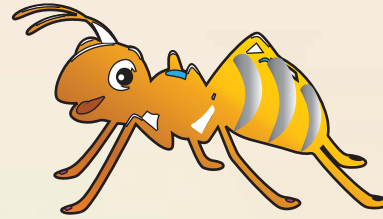
an eagle

'a' is used before a singular noun beginning with a consonant sound

'an' is used before a singular noun beginning with a vowel sound



a house



an insect



a joker



an umbrella

Use 'a' or 'an' in the blank places

- | | |
|------------------|------------------|
| 1. _____ apple | 2. _____ baby |
| 3. _____ doll | 4. _____ egg |
| 5. _____ horse | 6. _____ iron |
| 7. _____ key | 8. _____ lock |
| 9. _____ mango | 10. _____ inkpot |
| 11. _____ orange | 12. _____ pen |
| 13. _____ owl | 14. _____ ring |
| 15. _____ urn | 16. _____ tree |
| 17. _____ van | 18. _____ woman |
| 19. _____ watch | 20. _____ zipper |

Sight Words

that with they thin have from home move

Activity Time

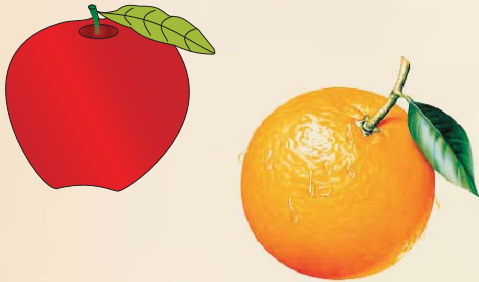
Activity - 1

- ☺ Make flash cards of different pictures. [Note: The names of some of these pictures should begin with vowel sounds and the names of some should begin with consonant sounds.]
- ☺ Make two more flash cards of 'a' and 'an'.
- ☺ Then display a picture flash card and ask a student to place 'a' or 'an' flash card on it.
- ☺ Display another picture flash card and ask another student to do the same.
- ☺ Continue till all the students participate.

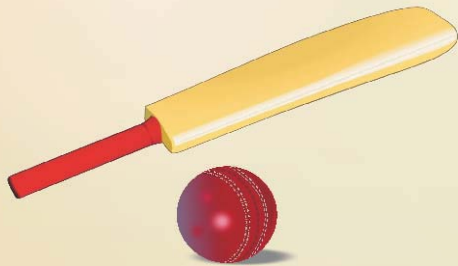
Activity - 2

- ☺ Divide the students into two groups X and Y. [Note: Group X will comprise two students and the rest of the students will form group Y.]
- ☺ The two students of group X will be named as 'a' and 'an'.
- ☺ The students of group Y will be named after different objects. [Take care that some names start with vowel sounds and some with consonant sounds.]
- ☺ Call both the students from group X to the front and ask them to say aloud what they represent.
- ☺ Ask each student of group Y with whom he/she should go- 'a' or 'an'.

Jack and Jill



an apple and an orange



a bat and a ball



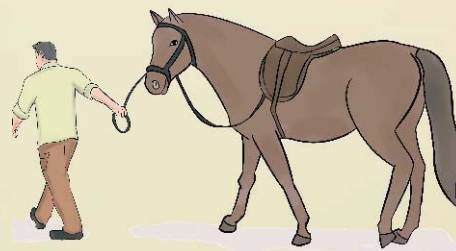
a goat and a sheep



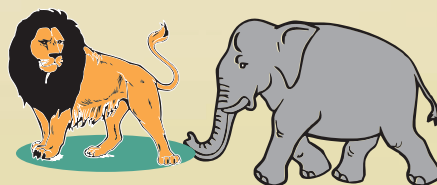
a pineapple and a banana



a boy and a girl



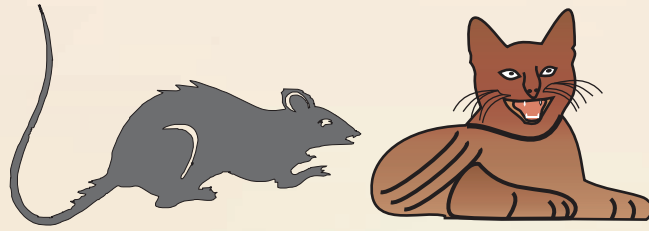
a horse and a man



a lion and an elephant



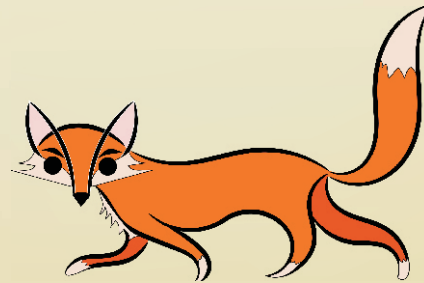
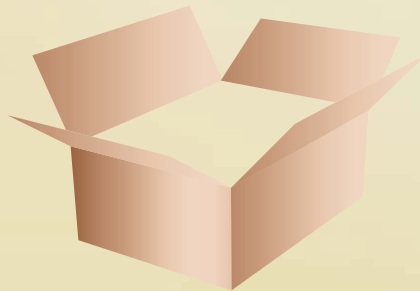
a hen and a pen



a rat and a cat



a nib and a bib

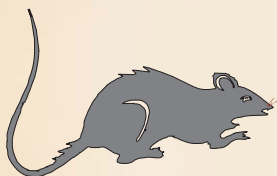


a box and a fox

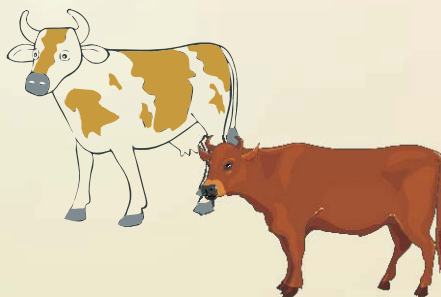


a tub and a jug

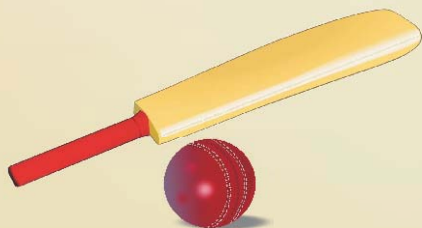
Complete the following



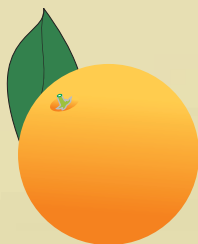
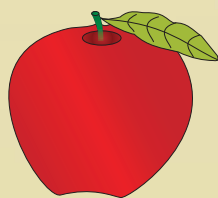
a rat _____ a cat



an ox _____ a cow



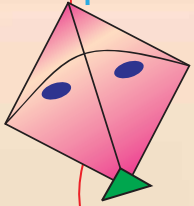
a bat _____ a ball



an apple _____ an orange



a boy _____ a girl

Learn the following**black and white****bread and butter****hands and knees****boy and girl****milk and honey****needle and thread****nuts and bolts****old and new****soap and water****man and woman****thick and thin****hot and cold****Sight Words****word what were when your said kind hand**

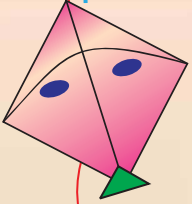
Activity Time

Activity - 1

- ☺ Write on the board the names of two things. For example: a bat and a ball. [Please note: Do not forget to write the conjunction 'and'.]
- ☺ Then ask the students to draw the pictures of these two things.

Activity – 2

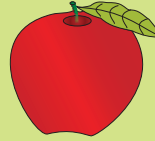
- ☺ Collect as many things as you can. For example a ball, a biscuit, a pen, a pebble, a marker, a phone, a pouch etc.
- ☺ Then tell a student to pick up 'a ball and a pen'.
- ☺ Then tell another student to pick up 'a biscuit and a pebble'.
- ☺ Repeat till all the students participate.
- ☺ You can also direct the students to observe different things in the classroom or playground and speak any two words using 'and'.



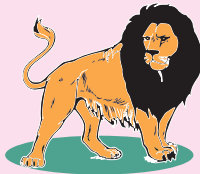
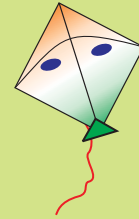
This / That



This is an apple.



That is a kite.



This is a boy.

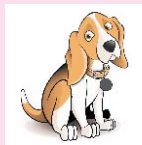
That is a lion.



This is a cat.



That is a monkey.



This is a dog.

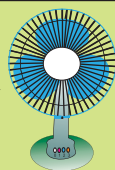


That is a spoon.





This is a fan.



That is an owl.



This is a girl.

That is a pen.



This is a hen.



That is a quill.



This is an ice-cream.


That is a flower.





Sight Words

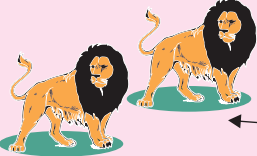
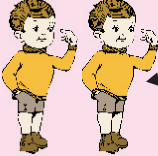
each will many then them some play away


These / Those

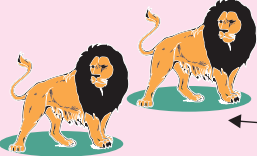



These are apples. → 


Those are kites. → 






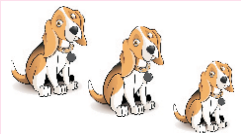
These are boys. → 


Those are lions. → 




These are cats. → 

Those are monkeys. → 

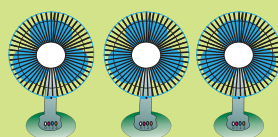



These are dogs. → 

Those are spoons. → 



These are fans.



Those are owls.

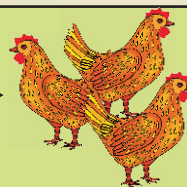


These are girls.

Those are pens.



These are hens.



Those are quills.



These are ice-creams.

Those are roses.



Sight Words

make like into time look more page high

In, On, Under

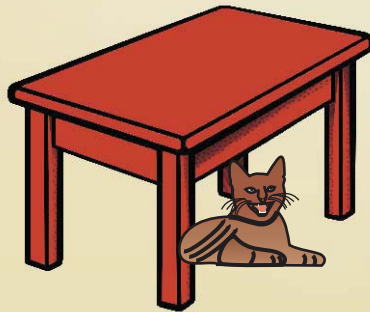
The balls are **in** the basket.



The rat is **on** the mat.



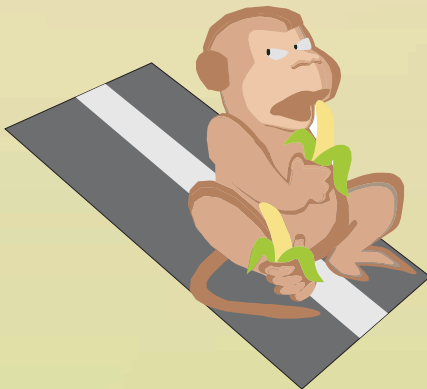
The cat is **under** the table.



The candies are **in** the jar.



The monkey is **on** the road.



The boy is **under** the umbrella.

Use *in*, *on* or *under* in the following

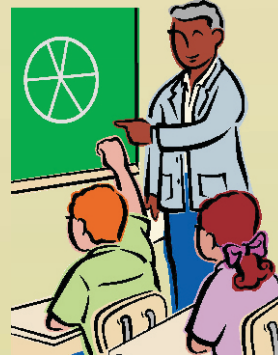
The pen is _____ the box.



The cows are _____ the ground.



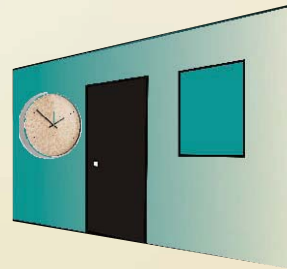
The students are _____ the class.



The books are _____ the table.



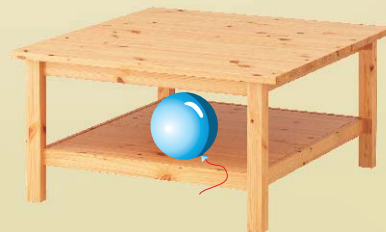
The clock is hanging _____ the wall.



The bags are _____ the shelves.



The balloon is _____ the table.



The girls are sitting _____ a tree.



Sight Words

come made part over take only keep tree

Activity Time

Activity - 1

- ☺ Material needed: A table and a box placed at the front of the classroom.
- ☺ Ask each student of the class to keep pencil, pen, sharpener, eraser, book, notebook or a toy in his/her hand.
- ☺ Ask each student to place the thing either on the table, under the table or in the box.
- ☺ Continue the activity till all the students participate.

Activity- 2

- ☺ This activity is in the form of a TPR (Total Physical Response) rhyme.
- ☺ The students stand in a circle.
- ☺ The teacher stands in the middle of the circle.
- ☺ The teacher sings the following with actions. The students follow.

Let us keep

Our finger [raising his/her finger up]

On the head [keeping the same finger on the head]

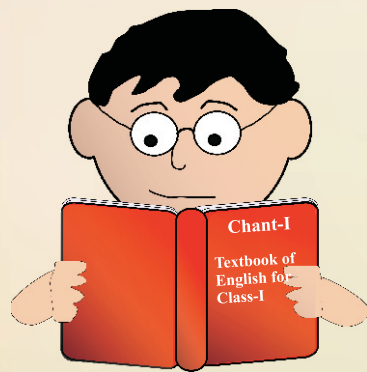
Under the chin [keeping the same finger under the chin]

In the ear [keeping the same finger in the ear]

And say

Googli woogli woush [keeping his/her hands around the mouth]

I—My; You—Your; He—His; She—Her; They—Their

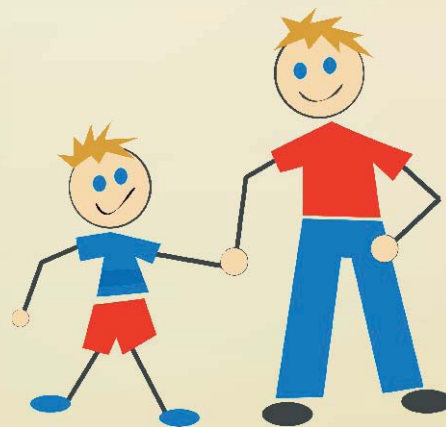


I am Kashif.

This is my book.

I read my book.

It gives me knowledge.

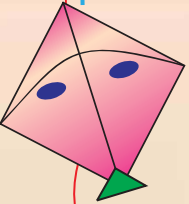


You are my brother.

Your name is Kashi.

You read in Class I.

You are a good boy.





This is Geeta.

She is a girl.

She lives in Jammu.

She is a player.

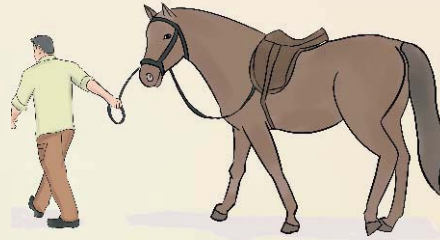


These are bananas.

They are yellow and delicious.

We eat them.

They keep **us** healthy.



This is Sultan.

This is **his** horse.

The horse is brown.

He rides the horse.



These are tomatoes.

They are red.

They are tasty.

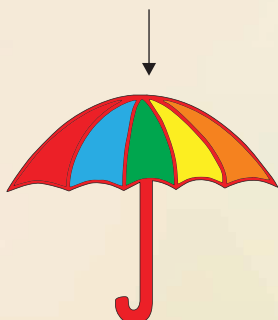
We eat them.

Sight Words

work know year live back give most city head

What

What is this?



It is an umbrella.

What is that?



It is a van.

What are these?



They are watches.

What are those?



They are zebras.

Fill in the blanks

- | | |
|--|--|
| 1. What is this? is a pen. | 7. What are these? are animals. |
| 2. What is that? is a dog. | 8. What are those? are insects. |
| 3. What are these? are grapes. | 9. What is this? is a pencil. |
| 4. What are those? are sweets. | 10. What is that? is an eraser. |
| 5. What is this? is a hen. | 11. What are these? are cups. |
| 6. What is that? is a computer. | 12. What are those? are plates. |

Sight Words

than been call find long down food lost

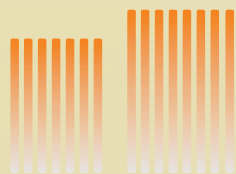
Rhyme time

One,two,
Buckle my shoe;



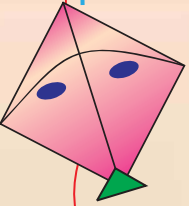
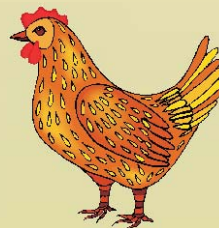
Three, four,
Knock at the door;

Five,six,
Pick up sticks;



Seven, eight;
Lay them straight;

Nine, ten,
A big fat hen.









Chant-I

Class-I

STAR TRACK

Name of the student:

Roll No.:

| Skills and Values | *Tick the star/s | Star Score |
|---|------------------|------------|
| Punctuality  | ★ ★ ★ ★ ★ | |
| Listening  | ★ ★ ★ ★ ★ | |
| Speaking  | ★ ★ ★ ★ ★ | |
| Reading  | ★ ★ ★ ★ ★ | |
| Writing  | ★ ★ ★ ★ ★ | |
| Participation  | ★ ★ ★ ★ ★ | |

Teacher's remarks:

Signature

*For star rating please refer to *A Handbook of Teachers' Resources*.